

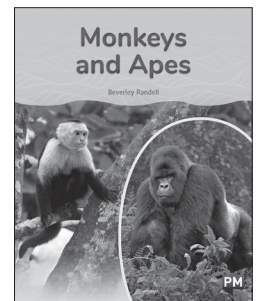
Monkeys and Apes

PM Level 18

Turquoise

Text Type Information Report

Running Words 496



Preparing for Guided Reading

Prior Knowledge

- Students should have a basic understanding of how animals live in the wild and that some animals are endangered.
- Students should also be familiar with the structure and features of an information report.

Orientation to the Text

- People find monkey and ape behaviours fascinating, especially their grooming habits and the way they find food and shelter. However, many species of monkeys and apes are endangered, and we must work together if we want to save them.

Building the Balanced Reader

Vocabulary

Key Vocabulary

animals, colours, danger, fur, hold, safe, same, short, special, strong, thick, tightly, use

Content Words

apes, baboons, chimpanzees, extinct, gorillas, grooming, hang, orangutan, rainforests, soft, termites, troop

Decoding

- Remind students to look for parts of words that they know when they come to an unfamiliar word, such as *extinction*.
- Talk about the base of superlatives, such as *biggest* and *heaviest*, with students. Discuss how adding 'est' changes the meaning of the base.
- Look at the word *Chimpanzees* on page 11 together. Ask, *How many syllables are in this word? What is the vowel sound in each syllable?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Introduce the words *Monkeys* and *Apes* as nouns and talk about the singular of each of the words.
- Read pages 2–3 together. Say, *Point to the words that tell you where monkeys and apes live. Why do they live in trees?*

- Continue to page 5 and ask students to find all the plural nouns on the page. Ask, *What was added to the words hands and lips to make them plural?* Talk about how the singular of *teeth* is *tooth*.
- Read to page 9 together. Ask, *Why do some monkeys sit in hot water pools in winter? Where in the book does it tell you this?*
- Point out the words *branches* and *leaves* on page 10. Ask, *What do we say if there is just one of each of these things? How were the bases changed to make each word plural?*
- Continue to page 12. Ask, *What do chimpanzees like to eat? How do you know this?*
- Read to page 15 together. Ask, *Why are monkeys and apes in danger? Which part of the book tells you this?*
- Re-read the text together and discuss the bases of the plural nouns, especially those with different bases, such as *bodies*.

Comprehension

- Where do gorillas sleep? (*Literal*)
- How do you think young gorillas move around? (*Inferential*)
- Why might grooming be important for monkeys and apes? (*Applied Knowledge*)

Follow-up Activities

- Play some music for students to practise moving like different animals described in the book. For example, they might swing through the forest like a gorilla, hang from a tree like a monkey or even sit in a hot water pool!
- Ask students to stand on one side of the room if they like monkeys better and on the other side if they prefer apes. Partner students up to share the reasons for their choices before discussing their thoughts as a group.
- Discuss what *endangered* means and conduct some research together on endangered animals that students are interested in. Choose a simple action that you can take as a group to help save one of the animals you have learned about, such as recycling mobile phones, saving energy, or walking all or part of the way to school instead of being driven.

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Learning Intentions

- We are learning to understand what we read.
- We are learning to read and analyse plural nouns.

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Success Criteria

- I can answer questions using information from the text.
- I can identify whether a noun is singular or plural.
- I can identify the base of a plural word.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up